

Childminder report

Inspection date: 19 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy at the childminder's home. They settle very quickly. The childminder takes her time to chat to parents. She checks there is nothing important she needs to know before the start of the day. This information helps the childminder support children's well-being and needs.

The childminder plans her curriculum to support children's interests and next steps in learning. She gathers their starting points from parents and plans activities accordingly. The childminder demonstrates a good understanding of how children learn and develop. Children are able to select from a range of resources and to show they are curious during play. They learn to explore and solve problems. For example, children push shapes through different-sized holes and try to match them to the correct shape. Younger children play with stacking cups and explore the different sizes. They understand when some do not fit correctly and they need to try another cup. Children persevere and try to put the cups in the correct order until they fit. The childminder offers children lots of encouragement and praise as they complete tasks. Children show pride in their achievements and have a positive attitude to learning. There are clear boundaries in place. Children respond well to gentle reminders from the childminder to share and take turns.

What does the early years setting do well and what does it need to do better?

- The childminder is keen to improve her practice. She undertakes regular training and meets with other childminders to share ideas and good practice. This helps the childminder to continually improve and has a positive impact on children's learning.
- Overall, the childminder uses her observations and assessments of children well. She identifies what children know and can do and what they need to learn next. However, on some occasions, the childminder does not take into account the children's differing ages and stages of development. For example, when children complete the same activity, the childminder does not always adapt her teaching to support all children.
- Parents speak highly of the childminder and praise her caring nature. They receive verbal feedback at the end of each session. This includes information about the activities children have taken part in. However, parents comment that they do not receive information about their child's overall progress and how they can enhance children's learning at home.
- The childminder supports children's communication and language very well. She speaks clearly and children have lots of opportunities to take part in conversations during their play. The childminder supports older children to extend discussions and to respond to questions. For younger children, the childminder models sounds and words for them to copy. As part of the daily

routine, children learn to listen and follow instructions. This helps to further their language skills. The childminder demonstrates a good understanding of how to support children who have special educational needs and/or disabilities or if she identifies gaps in children's learning.

- Children learn to enjoy books. The childminder reads their favourite stories. She encourages children to discuss and comment on the storybook. The childminder has a variety of books to suit the differing ages and interests of children. Older children pretend to read and model storytelling to the younger children. For example, they begin with 'once upon a time', point at the words and turn the pages over in the right direction. Children also visit the local library and borrow books.
- Children have many opportunities to be physically active. They visit the local park where they are able to develop their large-muscle skills. Children climb and balance on large play equipment. Furthermore, the childminder provides activities, such as peg jigsaws and small connecting blocks, to support children's small hand muscles and help early handwriting.
- Children learn about a healthy lifestyle in a variety of ways, such as through exercise and the foods and snacks they eat. They enjoy fresh fruit at snack time and drink water throughout the day.
- The childminder prepares the children well for their next stage of learning. Younger children receive support as they try and peel their fruit at snack time. Older children learn to manage their own care needs and enjoy the responsibility of small tasks. For example, they help tidy up after activities and snack time.
- The childminder introduces children to early mathematics. Younger children start to recognise shapes and colours as they play with shape sorters and peg jigsaws. The childminder helps older children to count. For example, she models how to count on an abacus and with objects during play.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- strengthen the delivery of activities for the range of children who attend to further enhance their focus and concentration and expand their learning
- increase information-sharing of children's progress and ways in which parents can continue children's learning at home.

Setting details

Unique reference number	510510
Local authority	Coventry
Inspection number	10347168
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 4
Total number of places	6
Number of children on roll	3
Date of previous inspection	11 September 2018

Information about this early years setting

The childminder registered in 1995. She lives in Coundon, Coventry. She operates all year round, from 8am to 5.30pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds a relevant qualification in early years at level 3. She provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Walton

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the childminder.
- The childminder showed the inspector the premises and discussed how she ensures that they are safe and suitable.
- The childminder and the inspector discussed how the childminder organises her early years provision, including the aims and rationale for their early years foundation stage curriculum.
- The inspector observed the interactions between the childminder and the children.
- The childminder and the inspector discussed how the curriculum has been implemented and the impact that this has had on children's learning.
- Parents shared their views of the setting with the inspector.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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